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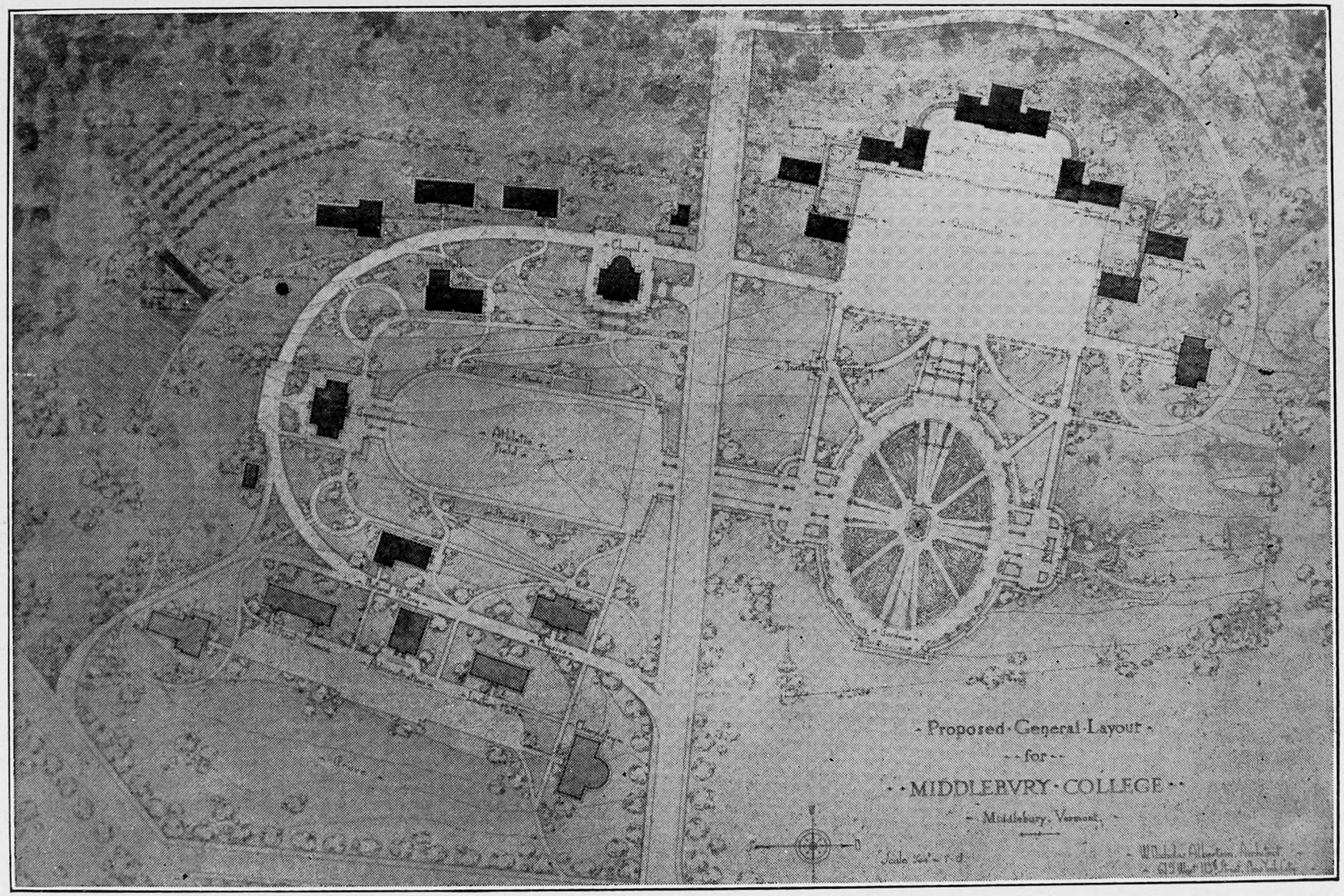
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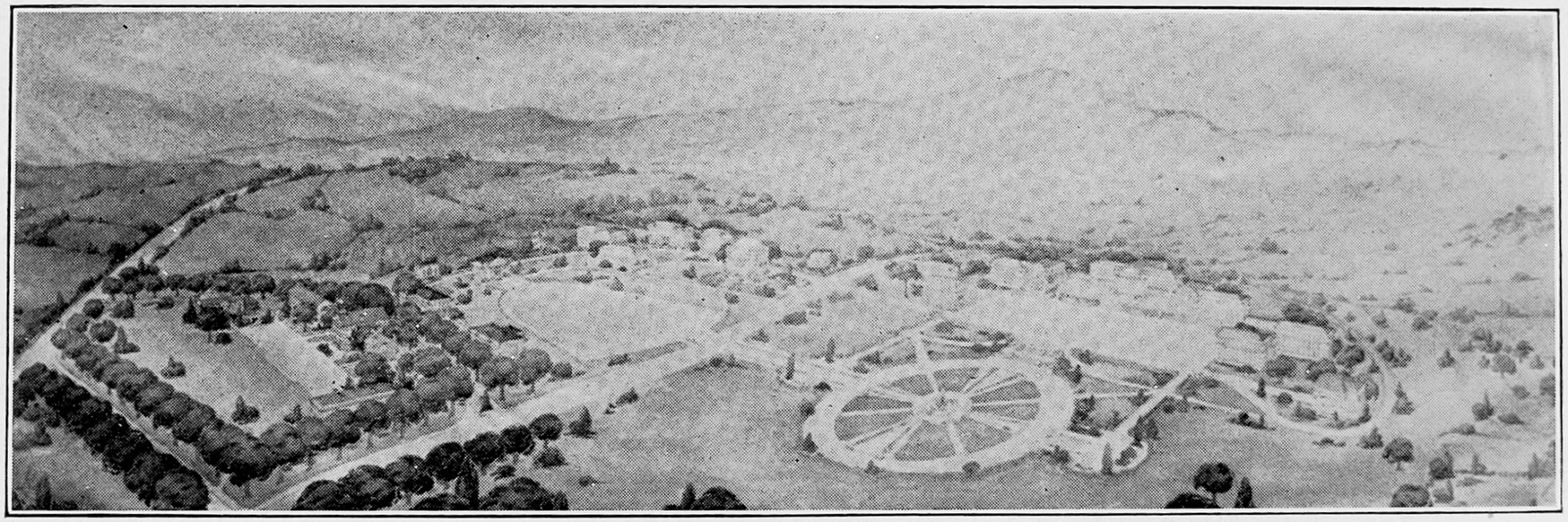

THE MIDDLEBURY CAMPUS.

FIFTY YEARS AGO.

[BY RICHARD S. HOLMES.]

I HAVE a vision of a boy sixteen years old, small for his age, wearing a round-about jacket that was buttoned with many brass buttons straight down from throat to waist. This boy on the top of a load of furniture in an old farm wagon, was starting from the home of his boyhood about four o'clock one cold, blustering March morning in 1859, bound for the nearest railway station, twelve miles away, whence having shipped his furniture, he would go later in the morning. The boy was going to college, to enter the Freshman class, skipping the Fall term, and taking up work at the opening of the Spring term. The word "Semester" had not then been invented. He had never been away from home alone before. His preparation for college was poor enough, consisting of abundant Mathematics, some Latin, and but one page of the First Book of the Anabasis in Greek. He alighted from the train at Middlebury, that March afternoon, at half-past four. The President of the college had been absent in Europe for some months, and having just returned, was on the same train with the would-be Freshman. Of all this the boy knew nothing. At the station the college students were lined up waiting to receive the President, who passed through between the open double rows of men with hats in their hands, and the poor Freshman supposing the demonstration was in his honor, marched through the open ranks, and just as he was well in between the rows, there came a rush, and a yell, and a cry, "Fresh, Fresh, roll him, pull him, punch him, Fresh, Fresh, get out of this, Fresh, Fresh," and the frightened boy not knowing which way to turn simply stood still, to be pulled and hustled until he wished in his soul he had never gone to college. Such was my advent to Middlebury in the spring of 1859. It seemed to me that night that I would give more to be back in the old home at Greenwich than I ever hoped to possess. The cry "Fresh, Fresh, pull him, roll him," rang in my ears all night. I was green. I know it. Years afterward a classmate of mine, at whose house I happened to be one day, said, "Well, you certainly were the greenest,

freshest, most impossible looking youth when you came out of the cars that day that any of us had ever seen."

I remember so well my first interview with the member of the Faculty who examined me for admission to college. He was L. A. Austin, Freshman instructor, and he was pitiful, yes, merciful, for after an hour in which he found that I knew almost nothing, and in which I knew myself that I was utterly unfit for membership in any college class, he said, "Well, we will admit you. You will find the work pretty hard entering in advance as you do, but you can try." Many years after that President Labaree, long after he had left the college, was a guest in my old home at a time when I was also there, and I told him of that experience, and of how little I knew, and laughing, he said, "How under the sun did you get into Middlebury College on such a presentation?" I could not answer for I did not know. But I staid, and have never ceased to be thankful to the man who admitted me, to the institution which received me, and to those fine men, the instructors, who made marks upon my young life which have never been effaced. Those teachers were various. They changed some during the four years. R. D. C. Robbins was the Professor in Greek through my whole course. Professor William H. Parker was also a fixture while I was a student, and so was President Benjamin Labaree. The others, three or four, were changed from year to year. Professor Parker held the Chair of Mathematics. He made, I think, more impression upon me than any other member of the Faculty.

He taught us all to think accurately, and to express ourselves with accuracy and precision. "Never use two words where one will do" was often on his lips in the classroom. I remember once in Sophomore year, when he had sent a man to the blackboard with a problem in Calculus, and the board had been covered with figures, and the man tried in a sort of bravado to make the Professor believe he had wrought out a problem which he knew he had not, that the Professor allowed him to finish, and then said in his calm grim way, "Very good sir, but not correct." The man tried once more, once more demonstrated, and once more received the Professor's cold criticism, "Good, but not correct." The man tried a third time, demonstrated, received the same reply, and then said, as looking utterly distraught, he threw down his chalk, "Professor, if that is not right, I don't know anything

about it." "Very good, sir, that is correct," was the calm reply. That sort of thing made me, I believe, a careful thinker. It certainly taught me not to hazard a thing before a critical public of which I was not absolutely sure that I was master.

Those were the days when chapel prayers in summer were at five o'clock in the morning, and in winter at six. I roomed in the old east college. It has disappeared long, long, long ago, and the High School stands now where it once stood, but there I roomed, and every morning, winter and summer, a half hour before the prayer hour, up I tumbled, and many a time half dressed, finishing my dressing on the way, as I ran, as John G. Saxe once wrote, "Ran to worship God."

After prayers came recitations, and we sat for an hour or more in classrooms scarcely warmed, and after that walked ourselves warm by hastening off across town for a mile or more to breakfast. Talk about an education; about the struggle to get an education. You men of today in Middlebury who edit THE CAMPUS, and you others who will read this screed, what do you know about exertion, about hardships, about difficulties in meeting the appointments of the day? It was in our time, when we had reached our Junior year, that a petition of all the classes induced the Faculty to change the order of things and let us have breakfast at half past seven in the morning, prayers at half past eight, and recitation at nine. We did that for the oncoming years. You boys did not know it, but it was we of the Class of '62 who started the move that brought about the change. I remember as well as if it were but yesterday the first call for volunteers for the army, to put down what was called the Rebellion in the South. How patriotic, how earnest, how courageous the Green Mountain boys of '61 and '62 were. Out of every class in the College in that spring of '61 men went as volunteers into the army. I remember the meetings held in the old College Chapel, how we hung our rooms with flags, how we raised a flag staff on the Chapel, how we had speeches by the President, and the Professors, how we joined the military company of the village, and drilled, and drilled, how Henry Bennett's body was brought back from the front in June of '61, the first of the Middlebury College men to die in the war, how Aldace Walker stood on Commencement Day in the uniform of a soldier to speak his valedictory to the class of 1862, how out of that class which upon entering

College had an enrollment of thirty-one names, only seventeen were left to graduate, and more than half of them were soldiers in the army. That war almost ended Middlebury College. Vermont sent more men, in proportion to her population, and more college-bred men, than any other state in the Union, into the war. They rose, too, to distinction, those men. Warner and Butterfield became Generals; Walker, Eaton and Wright and others became Colonels; and there were Captains and Lieutenants grading all the way down, and many of them never came back from those awful years of war. That is gone, long gone, we are one nation now, and Middlebury, after all the years, has gained her lost position, and once more men are filling her halls, and once more there are prospects that the old College may be what it used to be in its earlier days, strong, influential for good in the little commonwealth whose backbone is the Green Mountains.

There were secret societies in those days. I do not know whether they are called so now or not. I think they are called "fraternities," or something like that, but they were "secret" then. No society must know where any other society met, and a general college man must not know who had joined a society until the day when Junior Exhibition came, and as the saying went, "the new members were swung out."

We had what was called "horseshedding" in those days. What that cabalistic word meant I never knew, but each Freshman was its victim. And, Oh, the secrets of those societies; how mysterious they were. I have forgotten every last one of them now; but they were mighty in our day and generation.

I wonder as I write this, whether this Fall, this September, there will be the same sort of rush, of pulling and hauling of men this way and that, the same old dinners and suppers and expeditions to Lake Dunmore, and the same rowing excursions on Otter Creek, as there used to be in our day. I wonder if the rivalry between societies still exists; if Chi Psi and Delta Kappa Epsilon and Delta Upsilon still hate each other as cordially and happily as in days of yore, and whether the "flammers" in their "flamming" "flam" as once they used to "flam."

How I am running on. You who read this will say, "That is an old man." Well, I own it. It will be fifty years in 1912 since I graduated. I was a Sophomore fifty years ago this Fall. I remember how at the end of my Freshman year we pointed to

three or four old men in the Commencement procession, graduates of fifty years before, who walked together in the honor place in the line. We called them "sardines." Well, I am coming back to be a "sardine" in 1912, and here's the hope that some of you who read this may be there to point at me and say, "Behold the sardine."

The old professors are all gone. There are new ones now. We know none of them, we believe, except the President, and him we do know. Strong, earnest, enthusiastic, ambitious, calm, logical, true, is John M. Thomas. To do what he has done in the first year and a half of his administration is a marvel to us of the old time. To raise $100,000 for Middlebury College is achievement enough for a man's life time. But he will not stop with that. And out of that has come already the promise of better things in the days beyond for the old college.

I cannot come back at next Commencement, nor the next, but in 1912 I shall be there, if I am spared, hoping to have part in the festivities which mark the fiftieth anniversary of the class of 1862, the best class that ever graduated from Middlebury College.

EN ROUTE.

MY sleeper check was yellow,
My ticket bottle green,
My steamer tags a lurid red
All checkered in between,
But gayer far than tag or check,
(And tho' I dread to think)
My transfer card,
Dyed fast and hard,
Was one *te*riffic pink.

—*Frank A. Farnsworth, Jr., '09.*

LIFE AT THE UNIVERSITY OF OXFORD.

[NOTES TAKEN AT A LECTURE DELIVERED BY BISHOP HALL DURING THE SUMMER SESSION ON LIFE AT THE UNIVERSITY OF OXFORD.]

THERE is so much one might say about Oxford that it is somewhat bewildering to decide what one should say. I will not allow myself to be carried away into delivering a panegyric on the architectural and other beauties of Oxford,—its college buildings, the churches and chapels, the halls and libraries, the art galleries and museum, the gardens and the river. About these even a person of plain speech might become eloquent. Oxford was my actual home for eight years before I came to America in 1873, and then again for two years ('92 and '93) before I came to Vermont, while I held close connection with Oxford and paid frequent visits during the eighteen years I was in Boston. So that I may be pardoned if I do not speak with absolute impartiality of my *Alma Mater*. At the same time you must remember that I am something of a back number in speaking of the University, for I took my degree in 1869, and many changes have taken place since then.

My idea is to say something about life and conditions at Oxford at the present time, and then to go back and say something about the earlier history of Oxford, and show how things came to be as they are. This may not be exactly the scientific method, but I am inclined to think it will best serve our present purpose. Naturally one will have in mind points of likeness and of unlikeness between American and Oxford college life.

1. To begin with a minor point. Not long ago some one said to me, Won't you tell us something about *Commencement* at Oxford? The answer to that question would be like the Chapter on Snakes in the History of Ireland: "There are no snakes in Ireland." So there is no such word or thing as Commencement at Oxford. The term belongs to Cambridge, and thence I suppose was brought to Harvard, and then appropriated along with Faculty and Graduation by every school in America. I don't quite know why there should not be Commencement Exercises and a Baccalaureate Sermon at a kindergarten! Properly the word means to commence to practice teaching as a full member of the

University, as a licensed Master or Doctor. The Undergraduate (think of it!) was not regarded as a full member, the Bachelor only as a probationer. "Commemoration" is the festivity corresponding with Commencement, at Oxford, when the academic life is largely smothered by balls, flower showers and other social functions. It is primarily the Commemoration of Benefactors; on this occasion honorary degrees are conferred on distinguished personages, prize poems and essays are recited. Ordinary degrees are given almost casually, but not without solemnity, on "degree days" arranged for convenience at different times through the year, especially after the conclusion of examinations. Two points about Oxford Examinations, wherein they differ from our practice, may be noted. (1) They include a *viva voce* element in addition to the written papers. (2) They are distinctly not given on the lectures which students have heard, but on the *subjects* with which the lectures have dealt. There is accordingly little opportunity for cramming from note books. No lecturer would be allowed to act as examiner with a student of his own class.

2. *The relation of the University to the Colleges* is often difficult for an outsider to understand. It is almost precisely analogous to the relation of our Federal government to the several States which make up the Union. Each has its own sphere of jurisdiction, its courts, rulers, officers, and laws. They are parallel one to another, but are really distinct. Degrees are given by the University after its own examinations. A man does not graduate from the particular college where he has lived and been prepared for the university examinations.

This leads to the consideration of another point, the distinction between University Professors and College Tutors. There may be University Professors lecturing to any members of the University on much the same subjects which a College Tutor is teaching to members of a particular college. Ordinarily the Professor will deal with the subject in a more advanced way. Recently arrangements have been made for Combination Lectures, by which a group of (say four or five) colleges "pool" their lectures, one college having a specially good lecturer on philosophy, another on Latin, a third on logic, and so forth.

3. There is a large *number of colleges*, twenty-one within the University of Oxford. There are rather more at Cambridge. Christ Church College would have something like 300 students,

Exeter perhaps 200, others forty or fifty, making up a sum total of about 3,000 undergraduates. This makes secret societies and Greek letter fraternities altogether unnecessary. Whether that is good or bad I won't venture to say. At any rate at Oxford they are needless, because students are sufficiently divided and at the same time sufficiently bound together by their natural college homes and college associations. There is all the *esprit de corps* and patriotic feeling within the college. I don't mean there are no social clubs, but there are no divisions by societies or years such as exist here. The Freshmen commonly associate on almost equal terms with men in the second, third or fourth years.

It is interesting to note what varying titles, I think there are seven, given to the heads of the different colleges. Christ Church has for its head a dean, whereas in other colleges the dean is a master of discipline. Other colleges may have a warden, a provost, a president, a principal, a rector, or a master. The halls are smaller colleges on a less expensive scale. They bear the same sort of relation to the colleges that our territories do to the states. Each college is a self-governing body.

4. About *residence* at Oxford. First of all, the residence is real. You have to be within your college gates every night. The University exercises and asserts a certain parental authority and supervision over students. The great bell at Christ Church rings 101 strokes at five minutes past nine every evening, and then every college gate is closed. After this nobody can leave college; and no one can enter without paying a fine on a graduated scale, first a penny after nine, and so up to a dollar at twelve o'clock. Beside the reality of the residence, I want you to understand the length of residence required. You must reside for three years at three terms each, in order to qualify for your degree. You can't go in for honors after your fourth year at Oxford. The terms are shorter than ours, and the vacations are a good deal longer. The year begins in October and stops at June, there being about five weeks for vacation at Christmas and a month at Easter. A great deal of the work at Oxford is done in vacation. Lectures are attended during term time, but a good deal of hard study and reading is done during the vacation. At Cambridge they institute a long vacation term in which the men who are really in earnest, or perhaps behindhand, can forge ahead in their studies, or make up for their delinquencies of the term.

Then there is a system at Oxford which I may call by the name of "outpatients." In my time no college would admit students which it could not accommodate within its own walls for the necessary three years of residence. Now a man is allowed to live in licensed lodgings if he cannot secure rooms in his college. * * * * * There is another set of students who are called "unattached" or "non-collegiate" students. They are members of the university but not members of any particular college. They have tutors assigned to them by the university. They have Chapel in the University church, and they have their own lecture rooms, but are simply members of the University.

5. College life in Oxford is pretty expensive. Oxford and Cambridge have very much come to be finishing schools for the well-to-do classes. One can't live well on less than $1000 a year. There are lots of men who want to go to a university who can't afford this. An "unattached" student can go through on a much smaller sum. * * * * A word about living in common in college. Students live together within the same halls and dine together. You have breakfast and luncheon in your own rooms, and pay a little more than you would anywhere else. So it all makes college life pretty expensive. You never see in your rooms anything that has been left of the former meal. The "scout" or college servant takes care of that. At one college, (Keble) they have all their meals in common, so as to lessen expenses.

There is no system of room-mates. Each man has his own exclusive bed room and study.

6. We turn to the course of study. A man may take his degree in one or another of several schools or departments of learning. The elective course prevails within limits at Oxford. There are three university examinations that a man must pass in the course of his career, Responsions, Moderations and the Final Schools. At the end of the first year you can choose one of several schools. In my time the choice was limited to Classics, Mathematics, Law and History. Now they have added Theology, Modern Languages and Natural Science, and have divided Law and History into separate schools. One must mark the distinction between the honor and the pass examinations. The honor examination is not intended to see whether a man can be allowed to have a degree, but to find to what height he can rise. Now it is

proposed, and I think with great wisdom, to make a distinction between the B. A. degree and the M. A. degree, so that the M. A. degree shall not follow, as it does now, after a lapse of time and a payment of fees, but shall be absolutely reserved for men who, in getting a B. A. degree, took honors. For the candidates for higher degrees, of course, like a Doctor of Divinity, or a Doctor of Science, a thesis or special exercises are required.

The list of University Professors at Oxford show fifty-seven distinct professorships, fourteen in languages, six in divinity, four in philosophy, five in history, five in medicine, and so forth. The whole list certainly shows that Oxford is not altogether hide-bound and old fogeyish.

7. Just a word about the officers of the University. The actual head of the University is called the Vice-Chancellor. The Chancellor is a personage in majestic seclusion, generally a political magnate, to guard the interests of the University in the great world of politics. The present Chancellor is different, Lord Curzon, who is interesting himself immensely in University matters. There are three legislative bodies in the University. (1) There is what is called the Hebdomadal Council, which meets weekly and consists of three elements, representative Heads of Colleges, Professors and Masters of Arts; (2) Congregation consisting of all resident Masters, and (3) Convocation to which *all* Masters are summoned.

II. *About the Early History of Oxford.* As a matter of fact the colleges were an after-growth. The University was born in the twelfth century, a good 100 years before the founding of the first college. During the eighteenth century there was a legal decision that King Alfred founded University College, because it was thought desirable to extend the jurisdiction of the crown, so they accepted a version of history (or myth) which wouldn't bear modern scientific methods of investigation. The buildings that witnessed the beginning of the University are either ecclesiastical or civil. The oldest portions looked down upon a city of some 3000 people. There, in a time of great intellectual revival, teachers set up a school. The professors' lecture rooms were then the foundation of all knowledge. Books were scarce. Tradition tells of 30,000 students gathered at Oxford by the end of the thirteenth century. The teachers formed themselves into a Guild, the medieval form of union. A degree was a license to teach. The

University obtained a charter, elected its head, obtained jurisdiction over its members, and after a while it marshalled its teachers into groups or departments, for instance, of law, of theology, or medicine. At first the professors taught where they could, in the cloister, or in porticoes of houses. A row of lecture rooms was later provided where School street now stands. So little was the University hampered by buildings and possessions that it was ready to migrate and begin teaching in another place, if it considered itself in any way ill-treated. At first the students lodged around where they could. Afterwards they were gathered together into halls under a master of the University. The students were poor. They often begged or worked, and they lived a hard life. Frays were not infrequent with the townspeople. In the thirteenth century an edict was put forth forbidding the Jews to exact more than forty-three per cent: from students, but by the end of the century the Jews were expelled altogether.

In concluding I want to say a word about the Rhodes scholars. You have had the whole scheme of the Rhodes scholarships explained here by the authorized representative. You know it was a great scheme of Cecil Rhodes to bind together not only Great Britain and her colonies but also the great British and German nations in a comradeship of scholarship. We may earnestly hope that such comradeship may help to expel the suspicion that exists between those two great nations. It is said by way of criticism that the Rhodes scholars often stand aloof from other University men in the beginning of their course. They are older. They have had at least two years in an American College before going there. However, these are little elements of friction that don't amount to much, and on the whole they are doing exceedingly well. The colonials on the whole have done better than the Americans, in the way of getting prizes, of winning the "blue ribbons" of scholarship. Why? These men from Canada, Australia, etc., have been taught by English teachers. Our young men have to learn a good many things over again or along different lines, so it is no discredit to our American youths that they haven't got so much glory.

I do feel in honesty bound to say that probably, amid all that is being done, the newer Universities, such as Liverpool, Manchester, Leeds and Birmingham, are doing more what Oxford planned to do at its beginning than Oxford is doing now. Surely

we in a new country have much to learn from older universities and countries, both by way of warning and example, and chiefly by inspiration. There is no need for anything like foolish imitation. There is no need for the idle sneer. What we want to do in studying older institutions is, as far as possible, to seize on the great principles that have inspired them, and see how far those principles can be worked out in our own circumstances and for the benefit of our people.

MATER.

MATER, as shadowy landscapes
Dim in the first flush of sunrise,
Rolling with mists and whitened
And gleaming with dews of the starlight,
Slowly unveiling their features
Of mountain and river and woodland,
Long for the sun god's glad coming
And freedom from vapory bondage,—
So I in youth's shadowy twilight
Still gaze through the mists at the sunrise,
Till in the dawn's clearer light
I may learn of the heavens above me.
Shades of a gloomier vale
Have shaken their night dews upon me;
Moon beams and light of the stars
Have led me half seeing to westward;
Phantom forms born of the mists
Have beckoned me on through the darkness;
Soft winds from far off horizons
Have breathed on my way benedictions.
Mater, the light of the morning
To me is thy teaching and friendship;
Still 'neath the veil and the mists
There beats high a heart fond of truth,
Lead thou me on in clearer and worthier ways
To a noonday of kindness and strength,
To a sunset of grandeur and peace.

—*Frank A. Farnsworth, Jr., '09.*

STUDENT LIFE AT CAMBRIDGE, ENGLAND.

[BY REV. W. M. WARLOW, M. A.]

IN giving a description of a student's life at Cambridge, I should like in the first place to mention that the "University of Cambridge" comprises eighteen different colleges, varying in size, age and number of undergraduates. These eighteen colleges, with the exception of two, were founded in and between the 13th and 16th centuries. The oldest college is St. Peter's, or, as it is commonly called, "Peter house," founded by Hugh of Balsham, Bishop of Ely, 1281. Clare College, 1325, Pembroke College, 1346, Cain's College, 1348, Trinity Hall, 1350, Corpus Christi, 1352, King's College, 1440, by Henry VI, Queen's College, 1447, St. Catherine's College, 1475, Jesus College, 1489, St. John's College, 1511, Christ's College, 1505, Magdalene College, 1542, Trinity College, founded by King Henry VIII, 1546, Sidney College, 1589, Emmanuel College, 1583. The two modern colleges are Downing, founded 1800, and Selwyn, founded 1882 in memory of Bishop Selwyn, Bishop of Lichfield, and previously of New Zealand. There are also two modern colleges for women called Newnham and Girton. The University of Cambridge does not grant degrees to women, but they are allowed to be examined and placed according to results. One lady only has ever attained the exalted position of being equal to the Senior Wrangler, that is, the highest position in honors in the Mathematical Tripos. She afterward married the Master of Trinity College, Dr. Baker.

Now, I have mentioned these different colleges because the first thing a youth has to determine on making up his mind to go to Cambridge is to which of these different colleges he will enter as an undergraduate. It is usually decided as follows: If he is a young man above the average ability he will go up to Cambridge a few months previous to the beginning of the October term (that is the beginning of the academical year) and endeavor to obtain a scholarship at one of the different colleges. These scholarships vary from $500 a year to $150. If he is a man of small means he usually chooses the college which offers the highest scholarship and enters with the honorable distinction of being a scholar of his college. Then, again, some colleges are more expensive than others on account of the class of men associated

with them. If you have to mix with men of expensive habits and tastes, the sons of the wealthy, a student of small means feels isolated and life at college is not so pleasant. Accordingly, some colleges have the name of being fast or expensive. Then, a few of these colleges, such as Cain's and Downing, have the name for being more especially adapted to the study of medicine and Trinity Hall to the study of law, so that if an undergraduate, who intends eventually to take up as a vocation the medical or legal profession, naturally chooses the college which is inclined to favor these subjects.

The choice of a college, therefore, requires some thought. The annual cost for an undergraduate, if he is careful and not extravagant, is about $800 per annum. There are three terms in the year, and it is necessary to keep *nine* full terms, so that it takes three years, in addition to passing the necessary examinations, before a student is eligible to receive the degree of B. A.

The average age for entering the university is about eighteen or nineteen. There are, of course, men who enter very much older. After matriculating and entering one of the colleges and paying the necessary fees, these youths immediately pass from being *boys* at school into being called *men* at Cambridge, a term at which they feel at first a certain amount of pride. They are referred to (when being spoken of) according to their respective colleges as being either a "Jesus man", a "Christi man" or "Trinity man" or an "Emmanuel man", etc., a designation which sounds rather strange to those not well acquainted with the student life at Cambridge.

Next after deciding upon the college comes the selection, if possible, of rooms. The colleges are all built in a quadrangular shape, with a decorated stone turret entrance. In the center of these towers is usually the college arms engraved in stone. The entrance has large double doors and also contains a porter's lodge. The center part of the quadrangle is laid out with grass lawns and flower beds. Rooms are usually prepared for six students on each staircase, two on the ground floor, two on the second and two on the third. It is usual to buy the furniture or whatever you wish to retain, from the outgoing student at a valuation. Many undergraduates are very proud of obtaining the rooms which have been inhabited by renowned men in the past. At Queen's College for example, where I was a student, the

rooms of most historical interest were those inhabited by Erasmus in 1511, when he was Greek professor.

Every staircase is provided with what is called a "jip," that is a man servant who attends to the wants and requirements of these six students. Your rooms consist of a sitting room, small bedroom and pantry. The "jip" lights your fire and sets the breakfast and lunch table. You give him orders as to what you require for these meals and he brings them for you from the college kitchen and buttery and they are charged to your account. The students all dine together in a large historical hall opposite the college kitchen and buttery. The dinner is preceded by a long Latin grace said by one of the scholars. The Fellows of the college dine at what is called the "high table," that is a table on a little higher level at the end of the hall.

It is usual when an undergraduate wishes to show any hospitality to invite his friends, not to dinner, but to a breakfast at his rooms. This breakfast usually consists of many courses, and the "jip" does the waiting, but always expects as a perquisite all the good things generally left over on these festive occasions.

Every college has a chapel and a dean. Most of the chapels are of historical architectural interest. The finest chapel in Cambridge is at King's College and much resorted to by visitors, both for its architectural beauty and fine musical service. This chapel was designed and partly built by Henry VI and finished by Henry VII. On entering the ante-chapel there are the coats-or-arms, the roses, and other heraldic devices which so profusely decorate the walls—all commemorate Henry VII. The organ screen, a splendid specimen of Italian work, was set up while Anne Boleyn was queen, 1532. The windows contain the finest series in the world of pictures in glass. They were executed between 1515 and 1531 by Bernard Flower, the king's glazier, and four Englishmen and two Flemings, all residents in London.

There is always daily Matins and Evensong in every college chapel and the undergraduate is expected to attend the services in his own college and to keep, (as they term it) so many chapels a week. A porter in the ante-chapel marks the attendance of the men as they enter. Immediately the service commences the door of the chapel is closed, and should any arrive late they must return disconsolate to their rooms, disappointed at having failed "to keep" a chapel. The list of attendances at chapel are sent

weekly to the dean for inspection, and if any one has failed to keep the requisite number of chapels, namely an average of *one* a day, he receives a message from the dean requesting an interview at a certain hour. Vested in cap and gown the offender proceeds to the rooms of the dean to account for his negligence.

At Cambridge the punishment for misdeamor is to be what is called "gated," that is, not allowed outside the college grounds after a certain hour for the period of a week or longer. To be "gated" may seem to be a mild form of punishment, but this restriction of liberty and its publicity is regarded by the student as being a disgrace.

For the ordinary B. A. degree there are three examinations, namely one at the end of each year. The first is called the "little go" and consists of a Latin and Greek author, a Latin and Greek grammar paper, a portion of the Greek Testament, arithmetic, algebra, Euclid & Paley's evidences of Christianity. The second examination is called the "general" and consists of a Latin and Greek author of a more difficult kind, Greek Testament and higher mathematics. The third examination is called the "special," so named because the student has a choice of a particular line of study, such as Divinity Law, Natural Science, etc. Such subjects which may be helpful to one who has decided upon his future vocation. Those intending to take "Holy Orders" naturally take the Divinity special. Those men reading for honors and not the ordinary B. A. degree, after passing the first examination, namely the "little go," proceed at once to read for the classical, mathematical or Theological Tripos, which takes place at the end of the third year. The undergraduate is expected to attend the lectures given at his college to prepare him and assist him to pass these several examinations. All those students intending to take "Holy Orders" are expected by the bishops of the English Church to attend during their three years at Cambridge or Oxford, a course of lectures given by one of the Divinity professors. Although Oxford and Cambridge are not like our theological colleges, namely a strict training for the ministry, still the general education, both socially and mentally, are a great help in passing the bishop's examination.

Again, every undergraduate is required to wear his cap and gown at lectures, in hall and after dusk, also when called for an interview with one of the college authorities. The proctors, with

what are called their two "bull dogs," parade the streets at night. These "bull dogs" are not literally such, but are two men in uniform, whose duty it is to walk immediately behind the proctor, and if necessary, give chase when an attempt is made by a student to run away in order to evade the proctor. There are four proctors, two senior and two junior. If an undergraduate is met without his cap and gown the proctor politely raises his college cap and requests to know if he is a member of the university; if so, what name and of what college. The next day the offender is sent for and requested to pay the usual fine for such an offence. namely $1.50. On November 5th, known as "Guy Fawkes" day, is the time for fights, "Town" versus "Gown." The proctors and police are usually kept very busy in keeping order on that day.

I now come to the last subject of interest in student life at Cambridge. There is almost as much interest taken in the physical training as in the mental. Every college has its boating club and a student appreciates the honor of being one of the eight selected men to represent his college in the university boat races. These boat races take place in what is called at Cambridge the "May week" and corresponds to the "Commemoration" at Oxford. It is a week of festivities before the close of the summer term. I will endeavor to describe how these college boat races take place. The boats start in a long row about fifty yards apart, according to the order they finished the previous year. A gun is fired six minutes before the start. The men then all get seated in their respective college boats, and after five minutes has gone another gun is fired, leaving now only one more anxious minute, during which the boat is slowly pushed out from the river bank. There is on the bank a "time keeper" for each boat, who has set the watch according to the firing of the gun, and he keeps informing the anxious crew how the seconds are passing. When it gets to the last ten seconds they are both to be ready. He then calls out the last few seconds, five, four, three, two, one, and on the report of the gun all the college boats start, and encouraged by their comrades on the bank, they pull with all their strength to reach the boat immediately in front or prevent the boat behind touching them. When a boat is successful in touching the stern of the boat in front the coxswain raises his hand. This is called a "bump." The two boats then immedi-

ately make way for those coming on behind. The successful boat, amid the wildest excitement of joy, is cheered and the college flag is unfurled. The supporters of the boat bumped, however, are silent and downcast, and they have to take a lower place the following day. These races continue for six days, so that it is possible for a college boat to rise six places, but unusual. Every college crew goes into a course of strict training for about six weeks before the races. It is the height of ambition for a college crew to be the first in order. A college has been known to double its number of students on account of its boat being first on the river. Among the questions frequently asked in choosing a college is, "where is the boat on the river?" Accordingly the fellows and tutors take great interest in their college boat. When a college is successful in making one or more bumps the event is celebrated by what is called a "bump supper," when speeches are made, songs sung, and a very pleasant evening indulged in.

Again in student life at Cambridge, many are the practical jokes which take place. I will give you one in conclusion as a sample. The port Gray resided at St. Peter's College in 1742 and occupied rooms at the top of the building. The window of his bedroom may still be distinguished from the others by irons fastened to the wall outside it. The port had a mordid dread of fire, and had provided a rope-ladder with these irons to fix it to. Some students of the college wishing to amuse themselves at his expense placed a tub of water under the window and then cried "fire." Gray descended and found himself in the tub. The punishment meted out to the offenders by the authorities did not satisfy the port, so he sought the hospitality of another college.

I have thus very briefly described the student life at Cambridge. It is considered the happiest days in a man's life, just enough freedom with a little wholesome discipline to make life pleasant, and many often long that those happy days might return again.

WHAT A SNOW STORM DID FOR MIDDLEBURY COLLEGE.

[BY SAMUEL WARD BOARDMAN, '50.]

HON. PETER STARR, LL.D., told me in 1860, that after he had been tutor in Williams College and had studied law for a time in the office of Samuel Miller, Esq., of Middlebury, he had prepared to return to his home in Connecticut. It was winter. His trunk had been packed and he was waiting to take the stage. The stage was delayed by a very heavy snow storm, so that he was unable to leave on that day. He remained in Middlebury over night, "and here," said he, more than fifty years afterward, "I still am."

Considerations presented which induced him to make Middlebury his home. He became one of its most useful and honored citizens. He spoke to me as if it had been but by a hair's breadth that he had remained. But, "Starr Hall," "Edgar Starr Library," and large endowment funds also still remain.

That snow storm was worth more than a hundred thousand dollars to the college.

COLLEGE IMPROVEMENTS.

A VISIT to the college campus reveals that summer activity did not cease with the closing of the summer session, August 13. The trunk of the last school ma'am had not departed when the sound of the hammer began in several rooms of the chapel, and a force of men has been employed continuously since.

The improvement which one would be apt to notice first is the fitting up of the entire south side of the lower floor of the chapel for the new Department of Pedagogy. One of these rooms was formerly a general museum, and the other a store room for rubbish. Older graduates will remember various other uses to which they were put. They have now been made very pleasant and convenient, with hard-wood floors, ample book-cases for a special library on Pedagogy, and convenient desks and tables. The first room will serve as an office for the two professors of the department, and also as a Seminar and research room for advanced students. A recitation room, accommodating thirty students, is

in the south-west corner, and between the two is a private office for Dr. Collins, head of the department.

Since this Department of Pedagogy was established by the State, the college has given it the most ample facilities at its disposal. One can easily see that it will become a favorite working place for advanced students.

President Thomas exhibits with pride his new office on the third floor of the chapel. Here a partition has been moved, a new door cut through, and a pleasant room for the President's secretary has been formed. The entrance to the office will be through this room, and hereafter visitors will be able to see the President in a private office without interruption. The room has been redecorated, is cheerful and attractive, but with letter files, copying machine, and other evidences of a large correspondence, it presents a busy appearance.

The room above will be used as an office for the Dean of Women, a door having been cut through into the corridor leading into the women's rest room. The entire floor, except the recitation room reserved for Professor Robinson, will be held for the use of women students until the erection of the new building on their own campus.

The philosophical room, used by Dr. Cunningham, has been redecorated and otherwise improved, and new slate black boards have been installed in the Greek room, and also in the old-time Latin room, which will hereafter be used by Professor Skillings for instruction in German.

In Painter Hall a private office has been constructed for Dean Howard, and we observe that he has installed in it the hoary portrait of Colonel Storrs, whose countenance will assuredly restore speedily the mind of any erring student to virtuous intention. Assistant-Professor Cady will also have his headquarters in Painter Hall. He has been appointed secretary of the faculty, and it will be a great convenience to the students to be able to consult that officer at fixed hours in a college building.

Dr. Cunningham will also have an office in Painter Hall, together with Mr. White, instructor in Latin. President Thomas says he hopes in time that the college will have an office and study for each professor in immediate connection with his recitation room, but that must wait for the construction of a new recitation hall.

Heretofore the departments of physics, biology and chemistry have each had the exclusive use of a floor of the Warner Science Hall. This year the work in biology is to be divided, Dr. Burt retaining botany, and Dr. Thomas C. Brown, a new professor, taking geology and zoology. Dr. Brown has been installed in the west end of the second floor of Warner Hall, in which a recitation room in geology has been provided, with working tables for students.

Proceeding west to the rise of ground on the new campus donated by Colonel Battell, one finds that the double house there has been completely renovated and made into a commodious home for women students. Steam heat has been installed and electric lights. The entire house has been decorated, two bath rooms put in, and new furniture purchased. Mrs. William Mills is in charge, and every room was engaged weeks ago. With the girls rooming in the vicinity twenty-seven of the women of the college will have their home in Battell Cottage, as the new house has been named.

OBITUARY.

REV. WEBSTER INGERSOLL.

[BY N. B. SMITH.]

Webster Ingersoll of the Class of 1873 died at Hill View, on Lake George, where he had resided for several years, May 24, 1909. He was born on a farm in the town of Richland, N. Y., July 12, 1846, where his parents, Archibald and Charlotte Ledyard Ingersoll, then resided. His mother died during his early boyhood and he was taken into the family of his grandfather, John Ledyard, Esq., a well-to-do and well known citizen of the Village of Pulaski, N. Y. Mr. Ledyard became deeply interested in the education of his grandson and was very desirous that he should become a minister of the gospel. Mr. Ingersoll, after attending the common school became a student in the Pulaski Academy, which was then in charge of a Middlebury graduate.

He was prepared for college at that academy and in 1869 entered the freshman class at Middlebury College. He completed the four years' course and graduated in 1873. He also received the degree of A. M. from his Alma Mater. Mr. Ingersoll was a faithful and dilligent student throughout his college course. He was known as a ready speaker and was especially interested in reading historical and religious books, in addition to the regular curriculum. During his freshman year, through the influence of a fellow student, he became deeply interested in Christian work and resolved to become a minister of the gospel. Soon after his graduation he began his preparatory work and was ordained as an elder by the Northern New York Conference in the year 1879. From that time until 1884 he was pastor of churches in the Northern New York and Troy Conferences. He always felt a deep interest in evangelistic work and in 1884 went to Montana, where he labored for several years as a missionary. He was an earnest and forceful speaker and met with marked success as an evangelist, but owing to the impairment of his health he was obliged to give up such work and return to his former home in the State of New York. He then filled several charges in the conferences above named, until failing health compelled him to relinquish active work in 1907. He then took up his residence at Hill View, on Lake George, where he resided until his death.

After his retirement and that dreaded disease, tuberculosis, had impaired his health seriously, he still continued to supply churches in his neighborhood and to engage in Christian service. He was faithful to his ordination vows to the end and has left a record of fidelity and earnest and devoted service, which will long be remembered by his relatives and friends.

Mr. Ingersoll was survived by his second wife, to whom he was married in 1898. His only child by a previous marriage died a few years ago. In the last interview which the writer had with Mr. Ingersoll, about a year prior to his death, he referred in affectionate terms to his student days at Middlebury. His name will now be stricken from the list of living Alumni, but his record as a student and a Christian man will be pleasantly recalled by his classmates and instructors who survive.

Requiescat in pace.

A FEW IDEALS

FOR A

COUNTRY COLLEGE

CONTENTS.

A Few Ideals for a Country College:

Opening Address to Students at the beginning of the 110th year, September 23, 1909.

PRESIDENT JOHN M. THOMAS

College Administration:

A Commencement Oration.

JOHN A. VIELE, Class of '09.

THE SUMMER SESSION FACULTY.

A Few Ideals for a Country College.

We open the 110th year of Middlebury College at a time of much unfavorable criticism of American colleges as a whole. Twenty years ago there were those who contended that a college education was an impractical and useless luxury, consuming altogether too much time from a young man's life, and unfitting him, in many instances at least, for the work for which nature fitted him and in which the world has need of him. That debate appears to have passed, and the decision has been rendered in favor of the higher education. No one seems to doubt now that education to the age of 20 or 22, and up to the point represented by the baccalaureate degree, is highly advantageous to the youth who are so fortunate as to be able to secure it. The unprecedented growth of American colleges in recent years indicates that the conviction has become wide-spread among all classes that our academic institutions stand for a culture and a training which is eminently practical both to those who receive it and to the nation of which they are citizens. The narrow utilitarians, who contended that education beyond the simple branches is a waste of time have been completely routed.

DO THE COLLEGES EDUCATE?

The question now is, Do the young men and women who go to college receive there the culture

which they are supposed to receive? Do the colleges do their work? Is it actually education in which they are engaged, or are they merely pleasant residences for young men and women who can not in any honesty be called even incipient scholars, and whose ambitions and interests lie almost exclusively in other subjects and pursuits than those which find mention in the college catalogue?

In other words, it seems to be settled in the public mind that a college education is a good thing: the unsettled point is whether the average college student acquires education, whether his store of knowledge is in such measure increased, and his intellectual powers so quickened and disciplined, that he can exert in the stern trials of life the powers which education develops.

CRITICISMS.

President Wilson of Princeton, than whom no keener, wiser, or more truthful man labors in America to-day for the elevation of college life, has declared that the outside interests of the college student have sadly crowded out his scholastic interests. As he puts it, "So far as the colleges go, the side shows have swallowed up the circus, and we in the main tent do not know what is going on. And I do not know," he adds, "that I want to continue under those conditions as ring-master. There are more honest occupations than teaching, if you cannot teach,"—he means, of course, if you can not teach because the minds of your pupils are so engrossed in all manner of non-scholastic interests that they have no capacity left for instruction.

He is by no means alone in extreme dissatisfaction with the college as it exists to-day because of the large number of extra-curriculum activities which engross the attention of the student. I quote a catalogue of the student enterprises found in most of our larger colleges, as published in a New York paper of last Saturday.

"Besides the major sports there are university organizations with their travelling schedules for tennis, basket ball, hockey, gymnastics, wrestling, fencing, golf, swimming, gun practice, soccer, and cross-country running; in addition to the central university teams, the various classes often support class crews or teams, particularly the freshmen, who not infrequently have half a dozen class teams to maintain, manage, and finance; again there are organizations for all sorts of dramatic and musical interests; literary and religious organizations, including the various publication activities which embrace types as distinct as the daily paper, and the yearly directory with all sorts of sub-species; professional clubs looking to the future professional career of their members, such as press clubs, law clubs, ministerial clubs, committees for occasional social functions, such as dances and receptions, and miscellaneous organizations innumerable.

More completely absorbing and engrossing than all the other organizations combined are the distinctively social clubs or fraternities. These commonly own an expensive plant, whose machinery is as complex as that of a good-sized hotel. But the preoccupation with their material management is quite dwarfed by the way in which their politics absorb the eager interest of their members and captivate the whole thought, interest, ambition, and activity of underclassmen who are hoping,

praying, aiming, scheming, contriving to make their calling and election sure to an eligible club or fraternity. The six weeks around annual club elections have often been to all intents and purposes blotted out of the curriculum calendar for over fifty per cent. of the students. The bulk of the most gifted and serviceable collegians, men of fine character aud honorable motives, are in the clutch of a system from which individual extrication is almost impossible."

I need not refer at any length to the antagonistic attitude occupied by many toward the athletic enterprises of our college life. Apart from the criticism of particular games, it is felt in wide circles that contests of physical strength and skill occupy a proportion of the interest and energy of the great body of students altogether out of proportion to the necessities of physical training, which sports are supposed to foster. The chronic croaker, the *laudator temporis acti*, may be disregarded, but the utterances of public men of commanding influence and well earned eminence, the calm and sad pronouncements of journals of the highest quality, merit at least attentive consideration.

The extravagance and luxury prevalent in many Institutions are included in the indictment of the American college, and it is pointed out that the degrees of some institutions are coming to be regarded more as badges of social distinction, guarantees of membership in families of wealth, than as tokens of intellectual industry and scholastic attainment.

Student life finds scarcely less criticism than the quality and method of instruction served up by Professors to undergraduates. The practice of choosing and promoting instructors on the basis of original research

is held responsible for the filling of chairs with men who have no genius for teaching, who drone away in tiresome lectures the minutiae of worthless investigations on subjects which were never worth investigating, and it is maintained that the inspiring and life-creating teacher, who communicates manhood, is in peril of becoming an extinct species.

For the past few months a popular magazine has seen fit to open its columns to a shrieking alarmist who maintains that the Universities are banded together in a direful plot to "blast the rock of ages." He has discovered what he terms "the college philosophy," —which must have cost him some pains—which he finds to be hostile to the Christian faith, to all honorable institutions of society, and to sound moral principles. He arraigns the whole academic world as the foe of religion and morals, and calls on the Church to gird on her weapons of war to protect the virtues the fathers have hardly gained and preserve the world from ruin.

THE COLLEGES UNDER FIRE.

These fulminations of Mr. Bolce are well nigh totally empty of truth, as might easily be shown by taking up his specifications seriatim. But they would not have found a publisher, and surely they would not have received such general attention, were it not for a wide-spread feeling that something is the matter with the American college. I do not undertake to declare in what measure there is justification for any of the criticisms I have mentioned. It may be that President Wilson was unduly pessimistic in his remark about the side-shows and the circus, and it is possible that the writer who catalogued the multiplicity of extra-curricu-

lum student activities did not take into consideration the large numbers among whom those enterprises are distributed. The students who waste money, and who are in college merely for the social prestige thereby afforded, may be more in evidence than their numbers warrant, and perhaps there are more teachers of power in service to-day than editorial writers are aware of.

But when every allowance is made, it remains true that the American college is just now under fire, that its friends and well-wishers, men who are giving their lives in its interest, are more than a little skeptical as to its welfare in all respects. Faculties and committees of Faculties, Boards of Trustees and oversees, as they now resnme their sessions in our hundreds of universities and colleges, will take under thoughtful advisement matters which they judge to be wrong, and will devote their utmost wisdom to the discovery of methods of reform, and some of the most careful of them will advocate measures which are scarcely less than revolutionary. Not in any hostility to student interests, but in utmost sympathy with every healthful impulse of young manhood's life, and with a knowledge of the needs of youth more intimate, more kindly sane, than ever has been had before, they will inquire how they can affect radical changes for good in the institutions whose welfare they have at heart. They will act on the conviction that many things have grown up in their colleges which are not helpful, which do not make for student welfare.

A DISTINCTIVE AIM FOR MIDDLEBURY.

These facts have a bearing on our attitude toward our own college. The situation in which the prom-

inent colleges find themselves, with friends and foes lamenting their weaknesses and their defects, should deliver our minds from the notion that our chief occupation should be the discovery of practices in vogue elsewhere, with a view to their adoption here. The institutions are not few which would return exuberant thanks if they could free themselves from some of the encumbrances with which we are not pestered, but which we are in danger of attaching to ourselves through the weak process of imitation.

An imitator always selects the foolish features of the supposed paragon he admires, and clothes himself with the mannerisms, not the merits, of the model before his eye. I have in mind a public speaker of rare powers, very popular with students, of a literary style and method of speech over whose defects his superb intellect manages to triumph. It is notoriously amusing that his young worshippers come away with the grotesque wrinkling of his brow, and leave entirely behind the solidity of its logic and the penetrating accuracy of his analytic. It is no easy matter to learn from others. First and before all a man should learn to stand on his own feet, and a college should do the same.

We do not want to be peculiar for the sake of peculiarity, but if we can find an ideal of an institution, unique and distinctive, with its own type of worth and value, there is nothing in the situation as to the contentment and self-satisfaction of other institutions and their friends to prevent earnest effort to realize that ideal. The dissatisfaction of our friends elsewhere should encourage our own spirit of independence.

We want here our own college, the college which

ought to be in response to the situation in which Middlebury finds herself, like none other East or West, learning from all and cordial to suggestions from every source, but imitating none. We want a Middlebury spirit which can be distinguished from the temper of enthusiasm and ambition which prevails elsewhere, which we would not exchange if we could.

A PLAIN MAN'S COLLEGE.

I believe there exists a Middlebury ideal in the hearts and minds of the wisest friends of the institution, and that that ideal is a worthy one. I think it is agreed that we want here a college of the simple life, a plain man's college, in which extravagance shall not be popular and students who have to rely largely on their own endeavors, and those who can count only upon moderate sums for the acquirement of education, find not only a cordial welcome, but also such student habits and practices as will not make them feel out of place.

There is no college that does not wish to be democratic. Snobbishness is no part of the furnishing of any college Faculty, nor of the men wishing really to count in any company of students. "A man's a man for a' that" on any campus East or West, as perhaps in no other social environment in the world. I do not know of any place where merit wins more surely, and where that which is worthy of respect is respected, than in the American college, and I have no distinction between them in mind when making this statement. I am ready to take up the cudgels for Harvard on that proposition as quickly as for our own college.

My suggestion, therefore, that the ideal of Middle-

bury should include simple standards of students' living does not mean that we are to exalt ourselves above others in pretensions of democracy; and be snobbish in our anti-snobbishness. It is simply a matter of locality and economic situation. It costs more to live in cities than it does in a country village. It costs less for maintenance in an agricultural community than anywhere else. Middlebury, the town, is greatly advantaged in this respect. To change to an expensive college would be to change the character of the town in which the college is situated and bring into the community an altogether different manner of life. We ought to hail the opportunity of preserving at least one New England college, not inaccessible to the larger centers of population, where life is naturally simple, and persons of moderate tastes find a congenial environment.

This position will not be maintained without intention and effort. As we increase in numbers, and as our facilities improve, the natural tendency will be away from the direction which I have indicated. In the administration of the college I have in mind to resist this temptation to the utmost of my ability. I mean, for example, that I do not wish the cost of table board at Hamlin Commons to go above $3.00 if we can possibly help it, nor the cost of rooms in our dormitories to be advanced from the present low rate, provided it is proved that they are self-supporting on the present basis. When we have the new building for women I am anxious that the prices be fixed so as to allow only the most moderate return for the investment.

There may well be a little student thought on this subject. You will hear of customs and advantages—if we may call them advantages—at other colleges, which

make our quiet life at Middlebury appear somewhat plain. It may be a palatial fraternity residence, or possibly a dormitory fitted up like a city club. Before you ever covet a gift of that sort for Middlebury count the cost; count it in dollars and cents, and then estimate the result on the general social life of the institution. We shall lose that which has been our virtue for the past hundred years when we change student customs and student habits of living so that men who are largely dependent on themselves do not find special encouragement at our doors.

There is danger in taking this position lest we come to pride ourselves on our poverty and secure the reputation of being a "cheap John" sort of an affair. That were worse than the name of abundant luxury, for it has all of the disagreeableness and none of the graces. A Middlebury College student ought to be a gentleman, or in training for the title at least. He ought to acquire that grace and poise of manner, along with independent self-respect, which enables him to be at home among people of any station or attainment. What we want is the dignity of culture, without very much thought of life's material encumbrances, whether they be many or few.

CO-EDUCATION.

Our ideal Middlebury must also be a college which does its full duty by both men and women. The question of the education of both in our college is settled, and in my judgment we ought to glory in the position which has been taken, and set ourselves to the work of developing the very best kind of a college which both men and women attend.

There are some special reasons why this subject needs mention just at this time. We have acquired a campus for a site for buildings for women, and before next Commencement I hope you will see the beginning of the first woman's building at Middlebury. There is every reason why girls should be accommodated with buildings of their own, and as a matter of convenience those buildings may include recitation rooms and even laboratory and other facilities exclusively for their use. We welcome this year a woman as a member of our Faculty, whose care will be specially the interests of our women students.

These changes are made entirely in the interest of girls, and not at all in any desire to banish them. They may have a Dean or an entire corps of women Professors, one building or twenty, but that does not make them any the less students of Middlebury College, nor give them any the less right to Middlebury privileges.

The successful working out of the problem of the education of both men and women in the same college and the same location, under the same Corporation and Faculty, and in an eastern institution, will be a triumph of no uncertain value. It has been attempted elsewhere in the East, and sad failures have been made, greatly to the damage of the Colleges where they have occurred. Our great eastern colleges, their Presidents, Corporations, and Faculties, are afraid of the girls. They do not dare give them full place at their table of privileges. If we can work out the problem and achieve success, it will mean more than we realize, and Middlebury will be known to the world as a College which has done what others have been afraid to dare.

I believe we can do it. There is no reason in the necessity of things why it cannot be done. It is true that you students might make it difficult, but instead I ask your co-operation towards this victory in American education, and all you need to do is to remember that you are gentlemen.

INTELLECTUAL SERIOUSNESS.

Further as to our ideal for Middlebury, I think we want here an institution where the first interests are unquestionably educational interests. I conceive a college to be a society of scholars and those who have the ambition to become scholars and receive the benefits of scholarly pursuits. I believe a college ought to be a place of intellectual interests, where minds are broadened and faculties trained to a degree impossible among those who have not had the opportunity of continued study under the leadership of trained minds. A college man ought to be a man who knows something about the best things that have been thought and said in our world from the earliest days of civilization to the present. A college student ought to be one who is giving himself by resolute endeavor to the attainment of this knowledge and who puts in his time in college to that end.

I know this conception of a college is disputed. There are those who maintain that our history, science, and dead languages amount to almost nothing, that a man is sure to forget what he learns in college, whether it be much or little, and that the real benefit is the social training which the student acquires from contact with his fellows and some little business experience

which he secures in the conduct of student enterprises. But if we are running schools of etiquette, we are taking a very expensive way to do it, and if the little idea of business which a student gets from college is the main result of his course, we should be able to impart that benefit at much less trouble

I believe this view of the matter has been conceived by those who are seeking to justify the presence in college of men who ought never to have sought admission. It needs only a fair statement to carry conviction to any unprejudiced mind that the college exists for the purpose of developing mental ability and producing a man that can work out a clear judgment as to facts, and the reason for facts being as they are. The difference between success and failure in this world is in no small part in the ability or non-ability to *think*, to see a question on each and every side, and to weigh considerations accurately, and arrive at conclusions wisely. For the making of minds which can work to these results the college exists, and for no other purpose.

According to a writer in a recent New York journal, Middlebury has an opportunity to achieve distinction in this respect. "The best of our colleges," he says, "have much yet to learn as to courses, equipment and methods, but the one of them which shall first solve the problem of securing the earnest and intelligent attention to the strictly educational side of college life from all but the hopelessly bad or incapable will have placed itself at the head of the most important educational advance of modern times."

Why not do just that at Middlebury? It may not give us at once quite the glory which the editorial

writer predicts, but it will give us glory enough and it will enable us to be honest as to our present calling and avocation. We are supposed to be members of an educational institution. It is commonly thought that we are advancing our knowledge and improving our minds. If that is not the case, we ought to quit the college business. A sub-freshman told me last summer that he thought that the fraternities and the college papers were three-fourths of college, and I let him go without further argument. He is not in the room this morning.

It would be worth more than the Pearsons fund, more than any endowment we are at all likely to receive, if the conviction I have just outlined could get hold of us and have its due influence in our college habits. Nothing would help Middlebury so much as the reputation for hard work, plenty of it, and work *con amore*. I believe we have a fair name in that respect already, but it might be improved. It is a matter for closest Faculty and student co-operation I admit freely that it is by no means always the fault of the student, or of a class of students, when industry lags and interest falters. But with the freedom of electives which now exist here, no student need have any large proportion of his courses in departments which do not appeal to him, and, as a matter of fact, no student who was not making a good record has thus far given me the excuse that the work was not such as to be profitable.

A COMMON FALLACY.

I wish to speak of one common fallacy as to student attainment. We hear not infrequently of men

who could attain high rank, or even lead their class, if they wanted to, and sometimes a man stands out quite as distinguished for intellectual ability whose college record does not rank him even mediocre. It is explained that he has no desire to stand well, or to attain such knowledge of his subject as will entitle him to a creditable record.

I believe in the majority of these instances the analysis is decidedly at fault. It is not true that the man could if he wanted to. The fault is that he cannot summon and control his will sufficiently to form the purpose to succeed in what a college is supposed to be doing, and to stick to it. It is just as bad not to be able to want to, as to want to and not to be able to do it; in fact, I think it worse. Failure of will, failure of vision to see the real worth of things, is the most stupendous failure into which a man who is supposed to be a man can degenerate. I would rather men would some day say of me that I was not able to succeed as President of Middlebury College, that I didn't have the talent, than have them say that I had the ability but did not have the grit to try, and keep on till I won out. If you can't do a thing, own up that you can't, and don't pretend that you can merely because you have one or two of the minor elements of success. It is the will, 365 days in the year, that is the hardest thing to get. Most any man can be clever now and then, but the sound practical wisdom and the grit to do the right thing every day, even when it is hard, even when you are tired and have the right to be tired, is the most difficult of attainments, and the one therefore we should most arouse ourselves to reach.

This fallacy, as I have termed it, is only one of a

hundred possible obstacles between the good purposes which you have in mind this morning and their achievement in the future. There are all kinds of ways for a college man to fail, just as there are all sorts of pitfalls in life in general. I cannot forsee for you the form in which the difficulty will arise which will threaten to prevent your success as a college man. The only safe frame of mind is that of fixed and determined resolution that no obstacle whatsoever, financial, social, fraternal, athletic, or any other, or the combination of all, shall prevent that which you ought to be and achieve in your college life. Probably you all have read the story about carrying the message to Garcia. An American soldier at the outbreak of the Cuban war was intrusted with an important mission concerning co-operation between the American and Cuban forces and told to deliver it to the Cuban General, Garcia, who was campaigning against the Spaniards somewhere in the wilds and recesses of that island. He was told to get that message to Garcia. He was not instructed where Garcia was, nor how he could get there. That information was not in hand. There was only one thing about his orders, and that was to get that message to Garcia. He was not to come back and tell why he couldn't, nor even to give his life in the endeavor to reach the Cuban fighter. It was not his life that was wanted, but the delivery of the message to Gen. Garcia.

There is a particular mission on which each one of you is sent as you undertake this college year. What we shall wish to know of you at its close will not be why you did not accomplish that mission, what obstacles you met, what complication of outside interests, what persuasion you faced which induced you to change

your mind to your injury,—all talk of that sort will be out of place, the poor consolation of a defeated spirit. The only question will be, did he get from the college what the college had to give him, and what he came to the college for? Never mind the obstacles; obstacles are things to annihilate. That is a good defination to put in your dictionary. The motto is not elegant, but a student of my time did great things with it—"Get there or bust." That spirit and a fair amount of discretion in determining where you will get, are what we need in this opening day.

PRESENT PROSPECTS.

We begin Middlebury's 110th year with good hope. I have just issued a report to the Alumni and friends of the college, which I shall be glad to have all of you read and send to your friends, which shows a total increase of endowment the past year of over $140,000. The state appropriation of $6,000 a year is the equivalent of $120,000 more. I have been specially proud to report to the corporation the increase in income from students on tuition account. The net charges to students for tuition the past year were $5610.10, a gain of $4530.10. As I set out to make a gain of $4000, I am greatly pleased. I wish to express my deep appreciation to the students who made this possible, at what sacrifices I very well know.

I believe still larger advances are ahead for our college, although I do not dare to prophesy any particular benefit which is to come to us in the immediate future. I have set my hope, however, upon a $200,000 expansion fund. I call it that because it will allow

any one to help us expand in any direction he prefers. There are so many things we need that almost any taste can be satisfied. I certainly hope that this fund will include at least $50,000 for a gymnasium, and as soon as I dare make an appeal to our Alumni I propose to see what can be done in this direction.

We welcome to-day six new instructors on our staff, an addition of nearly fifty per cent. You will have speedy opportunity to meet them, as we shall have our first recitation at 10:30 this morning and proceed thereafter according to regular schedule. The addition of so many instructors makes possible a number of courses not announced in the catalogue. There will be three courses running throughout the year in the Department of Pedagogy, one in the History of Education, one in Secondary Education, and the third in Supervision. Mr. Swett will conduct a class in Surveying throughout the year, and a special course in Trigonometry this term. Dr. Burrage will offer a course in Beginning Greek, open to all students of the college. Since the plan of the course will be to cover the ground of Preparatory Greek, and enable the student to go on to the second year in the regular Greek courses in college, it should be undertaken only by those who stand ready to devote considerable energy to it, but to these it may be highly recommended. I wish to call the particular attention of Senior and Junior women to the course in Sociology to be conducted by Miss White, continuing throughout the year.

DEAN OF WOMEN.

Miss White comes to us as Dean of Women, not in any sense to restrict the life of Middlebury College

women, but as far as may be to enlarge and enrich it, and to make it more worth while to be a Middlebury College woman. She will devote her time and thought to your interests, and I bespeak for her a cordial welcome and hearty co-operation, which I know she will receive. She has come to help us do some thinking and working in the problem and endeavor of the development of the magnificent campus for the Middlebury women of the future, with all just regard for the interests of the college as a whole. She desires to be the friend and helper of every woman in college, and while I shall ask her to guard the good name of the college in not permitting aught that is contrary to the spirit of best American womanhood, I trust you will disabuse your minds at once of any suggestions of petty criticism and over-particular fussiness which may be associated with the title Dean of Women,—all of which does not mean that Miss White will not be called upon to say No to some things to which I was obliged to close my eyes last year because I had so many other things to attend to.

NEW PRIZES.

I take great pleasure in announcing that a kind friend has offered a series of prizes for the ensuing three years, for men in the Department of History, for women in the Department of English. The prizes will be two in number, the first $40, the second $20, i. e., first and second prizes of $40 and $20 for men in History and the same amounts for women in English. These prizes will be awarded at the close of Junior year; for present Juniors the work of the Junior year only in the departments named will be the basis of award: for

present Sophomores the work in Sophomore and Junior years, and for present Freshmen the work from now on until the close of Junior year. The same generous friend contributed $120 the past summer for books in history, and if you will inspect the Library shelves you will see the result.

THE LIBRARY.

I have a few words further as to the Library. At the Commencement meeting the Corporation authorized an appropriation of $3000 the coming year for Library purposes, about three times as much as recent annual expenditures for that work. Since July 1, Miss Etta M. Clark has served as Librarian, and with this larger appropriation we hope to begin improvements which in the course of a few years will make the Library quite a different institution. Beginning next week the Library will be open evenings, for men only, as heretofore. I hope the Library will be used for legitimate Library purposes *more*, and for certain other purposes *less*. A Library is a place for research, and for the consultation of books which a student does not possess himself. A Librarian is not a police officer, for the protection of books, but an expert adviser in their use. As Miss Clark understands a college Library, she is there to assist any student at any time in making known the full resources of the Library on any topic which the student has reason to investigate. She will never be too busy to assist any of you in finding what the Library has to offer on the subjects you are studying, and I venture to think that, in a little time at least, even those of you who have spent much time about the shelves will find through her material which you did not suspect, and be

saved much trouble in learning the authorities which are most helpful.

She can not do this work if the Library is to be a general study room, and that is what I mean by saying that in certain respects I want the Library to be used *less*. One day last winter I happened at the entrance of the Library when a Freshman girl was showing the building to some friends. She remarked to them—I thought in quite a charming manner—"Here is where we get our lessons between classes." I wanted to say to her, "My dear, this is not the place to study Algebra, and pursue your Rhetoric and Livy, and we do not want you here when you are engaged in that occupation." I say to you all now, "You belong in the Library, and we want you there, every minute when you need strictly Library facilities, and we do not want you there when you need only books which you have yourself."

Perhaps the college has been at fault in not providing a convenient, pleasant room for study between recitations for girls who live at some distance from the college. I think there is space enough in the Woman's Study Room on the fourth floor of the Chapel, but I admit that it has not been arranged in a manner convenient for the purpose. It is not so arranged now, but I want you girls to get together at once to help Miss White to equip that room conveniently and attractively for that purpose. There ought to be sufficient study tables and chairs for all who need to use the room, and I do not see why we can not have also a small book case, with lexicons and reference books, and probably you can suggest a number of other things which I would not be able to think of. I will agree to

furnish the means, if you will do the planning and the work. The ultimate benefit in the Library for every student will abundantly compensate for any little sacrifices for the next few weeks.

I may say to the new students that the vow of silence which prevailed in the monastic universities of the Middle Ages has been in force in our Library for many years, and it is regarded as a Middlebury custom to which all are bound to subscribe.

ADVANCE CREDITS.

If any incoming students find that they have covered already the ground of courses for which they are registered, and do not really need them again, they should apply to the Registrar for examinations for advance credits. I do not want any of you to say a year hence that you did not need the work we prescribed for you. We will be glad to provide other work, and if you can meet the requirements for a degree in three years, we shall be pleased to give it to you.

THE COMING YEAR.

I feel very confident that we are opening the best year Middlebury ever had. The college never offered to her students so much as she is offering you to-day. She was never so well organized for effective prosecution of her activities. Her Professors were never more determined to render the utmost that is in them for your good and for the improvement of our college. We had never so many friends outside, never so many who are watching what we do. I repeat the request of a year ago, which I thought you observed with gen-

erous fidelity, that you leave me free to do what I want to do for the college, for your sake, and not force me to occupy my time with annoying matters of discipline. Avoid the paint pot, and don't play with fire. Respect the good order of the village. Its citizens contributed several thousand dollars recently to help you, and I want to cultivate their generosity some time again. We have today the largest number of students ever enrolled at the beginning of a Middlebury year, the largest Freshman class, the largest number both of men and women ever entering at one time, and, if I mistake not, the largest amount of grit and endurance, the most steadfast resolution and the strongest faith in God, to make our Middlebury the best College for *us* that ever set itself to the building of American manhood.

COLLEGE ADMINISTRATION.

[JOHN A. VIELE, CLASS OF 1909.]

Middlebury, like Harvard, is a poor man's college. The student lives here on $300 a year, while at the ordinary college he spends $400, and at the larger universities from $700 to $1000. Out of this $300 per student the college has been receiving but fifteen per cent. of its income, while the average college receives thirty-seven per cent. from this source, and a neighboring college over fifty per cent. Or, putting it in another way, the student here has been paying to the college only $28 a year, while the ordinary college has received from him about $115. Middlebury has been educating students at an individual cost of $150 a year

as compared with $315 elsewhere. It costs Middlebury, then, $112 more than the student pays, while other institutions are spending fully $200 a year for the education of every one of their undergraduates.

How can colleges afford this immense charity? The answer lies in the endowments and the state appropriations. Of 453 institutions of which we have statistics, there are three with endowments above $14-, 000,000 each: Leland Stanford, Harvard and Columbia. Pennsylvania has over $9,000,000, while Cornell, Yale and Chicago have each over $7,000,000. The total endowment of these 453 institutions is $234,790,000. They possess, in addition, an equipment valued at $280,000,000, making the sum total possessed by these institutions $514,790,000. Two of these plants have annual incomes above $1,000,000 each, Harvard and Columbia. The total yearly income of all is $41,775,000. Thirty-seven per cent. of this is derived from students, twenty-four per cent. from endowments, thirty per cent. from state and federal appropriations, and nine per cent. from miscellaneous sources. With an endowment hitherto of $419,000, Middlebury has had $100,000 less than the average institution, while she has been receiving but 8.7 per cent. of her income from legislative appropriations as against 30.5 per cent. for the ordinary college.

The answer to the question, "How can colleges educate at so slight an expense to the student?" is that the college is an institution of trust, an organized charity whose purpose is the training of young men and women. The richest student at Columbia, as well as the poorest in any other institution, is largely a subject of benevolence, a recipient of bounties bestowed by others.

But which of these colleges is best fulfilling its high purpose? The ordinary college is training 300 students at a cost of $315 each, while Middlebury is giving to two-thirds of this number all the advantages of the highest college at a cost of only $150 each. Middlebury is educating all who come to her for less than half that of the average college. Every dollar contributed to her means a return in educational value of twice what it would mean if contributed to another like institution, and many times as much if contributed to one of the more expensive colleges. In this feature Middlebury is singularly unique. She invites the young men and the young women to come to her for an education, equal to the best attainable elsewhere and at an expense to them one-fourth less than the average. At the same time she is guaranteeing that gifts to her general fund will produce twice the usual educational returns.

This year sees her with an additional endowment of $100,000, and a yearly state appropriation of $6,000, giving her a sum equal to that of the ordinary college, and two-thirds as much from the state as such a college elsewhere receives. The record of her graduates has shown the thoroughness of her work; the record of her finances has shown the ability with which her funds have been handled. She has proven her worth in the past; shall she not be given a larger opportunity in the future?

ROSTER OF THE FRESHMAN CLASS.

MEN.

Agnew, John Comstock, Port Henry, N. Y.
Arnold, John Alanson, St. Albans, Vt.
Atwood, Dale Simpson, St. Johnsbury, Vt.
Bibens, Burnham Albert, Chester Depot, Vt.
Bigelow, Edwin R., Stowe, Vt.
Boyce, Orville, Hartford, N. Y.
Brown, Robert S., North Westchester, Conn.
Bump, Lacy Wheaton, Potsdam, N. Y.
Carrier, Edgar Alonzo, Jr., Colchester, Conn.
Chalmers, William Wallace, Fitchburg, Mass.
Corkran, Ralph Bowker, Middlebury, Vt.
Culver, Theron Lee, Royalton, Vt.
Danbrook, William Herbert, New Haven, Vt.
Dancink, Walter Emil, Amherst, Mass.
Davison, Wilfred Edward, Lower Cabot, Vt.
Dodd, Marvin J., East Orange, N. J.
Downing, John Edward, Jr., East Port Chester, Conn.
Ellsbury, Rolland John, Willsboro, N. Y.
English, William John, Northfield, Vt.
Fowler, George Sherburne, Pembroke, N. H.
Hagar, William Jackson, Plattsburgh, N. Y.
Hallock, Russell Warren, Sponk, Long Island.
James, Samuel Edward, Middlebury, Vt.
Leonard, Burnard Arthur, Wallingford, Vt.
McGuirk, Walter Bernard, East Wallingford, Vt.
MacMurtry, William Kennedy, Middlebury, Vt.
Marsh, Leo A., Saratoga Springs, N. Y.
Merchand, Henry J., West Rutland, Vt.
Morrison, Lewis C., East Gloucester, Mass.
Nichols, Lester L., Peterboro, N. H.
Parker, George Edwin, Barre, Vt.
Pollard, William Francis, Jr., Riverside, Mass.
Potter, Hobart B., Jr., Newark, N. J.
Reynolds, Clinton Seymour, Pittsfield, Mass.
Root, Marshall Jewell, Providence, R. I.
Sefton, Frederick, Holyoke, Mass.
Sessions, Hiram Spencer, West Rutland, Vt.

Sherman, Charles Burton, Tunbridge, Vt.
Smiddy, Chas. Leo., New London, Conn.
Trudel, Joseph Jacques, Rutland, Vt.
Van Ness, Charles H., Greenwich, N. Y.
Walch, Roy Harold, Hudson, N. Y.
Waldo, Ralph Hall, New York City.
Walker, Edward Chauncey, Richmond, Vt.
Wells, Dwight Loomis, Granby, Vt.
Wiley, Edgar Jollo, Ticonderoga, N. Y.
Williams, Franklin Grandey, Bridport, Vt.
Williams, Harry Oliver, Rutland, Vt.
Wurtzbach, Frederick Allan, Lee, Mass.

WOMEN.

Alden, Fanny Gertrude, Proctor, Vt.
Archibald, Mary Townsend, Rutland, Vt.
Buck, Ruth Brigham, Waterville, Conn.
Besiegel, Laurie Romola, Dalton, Mass.
Boyce, Esther Alice, Andover, Mass.
Brookins, Ruth Mary, Middlebury, Vt.
Brown, Sara Davis, St. Albans, Vt.
Butterfield, Faye Belle, Middlebury, Vt.
Buttolph, Caroline Elizabeth, Middlebury, Vt.
Carter, Julia Clifford, Vergennes, Vt.
Clark, Florence Ardelle, Brookville, Mass.
Cory, Wilma Caroline, Saxtons River, Vt.
Creegan, Elizabeth Honnoria, Fishkill-on-Hudson, N. Y.
Curworth, Bessie Mildred, S. Ashburnham, Mass.
Darrow, Edith, Middlebury, Vt.
Ellis, Grace Maria, Worcester, Mass.
Ellsworth, Edna Josephine, Peterborough, N. H.
Frost, Emma, St. Johnsbury, Vt.
Galleher, Eleanor Margaret, Windsor, Vt.
Harriman, Helen Atarah, North Adams, Mass.
Harris, Jennie Alice, Middlebury, Vt.
Hatch, Eleanor Whitney, St. Albans, Vt.
Hayes, Sara Jane, Milton, N. H.
Holden, Bertha Annette, Pittsford, Vt.
Holmes, Alice Adella, Proctor, Vt.
Holt, Eva Adelia, West Rutland, Vt.

Hopkins, Phyllis Edwards, Belchertown, Mass.
Hunt, Kathleen Amelia, Middlebury, Vt.
Johnson, Mary Ida, Wallingford, Vt.
Kingsley, Emma Elizabeth, Middlebury, Vt.
Linsley, Faith Blackmer, Middlebury, Vt.
Morrill, Alice Mary, North Troy, Vt.
Peaslee, Alice Rachel, Contoocook, N. H.
Peaslee, Grace Elizabeth, Contoocook, N. H.
Perkins, Annie Estelle, Berwick, Me.
Rand, Gladys, Viola, Johnson, Vt.
Reynolds, Mary Colton, Fair Haven, Vt.
Sheldon, Annah Belle, West Salisbury, Vt.
Slocum, Charlotte Leavitt, Amherst, Mass.
Smith, Barbara Harriet, Middlebury, Vt.
Snow, Mildred Adeline, Bellows Falls, Vt,
Taft, Hazel Sage, Townshend, Vt.
Vosburgh, Ruby May, Middlebury, Vt.
Wilder, Edna Hinman, New Haven, Vt.
Williams, Frances Eunice, Central Bridge, N. Y.
Willson, Dora Mabel, Granby, Vt.
Wooster, Stella Alice, Middlebury, Vt.

Students admitted to advanced standing are:

Martin, Alfred, '11, St. Louis, Mo.
Hedges, Ralph Warner, '12, Northfield, Vt.
Smith, Eunice Woodward, '11, Worcester, Mass.
Wood, Helen Gale, '11, Hyde Park, Vt,
Engel, Clara Thrall, '12, Rutland, Vt.

The geographical distribution of the Freshman class is as follows: Vermont fifty-three, Massachusetts fourteen, New York twelve, New Hampshire seven, Connecticut five, New Jersey two, Maine one, and Rhode Island one.

The Freshman class now numbers ninety-six—forty-nine men and forty-seven women. Five new students have been admitted to advanced standing, making a total of 101 accessions. The registration of the year will exceed 260 in all classes.

"MIDDLEBURY."

NEWSPAPER CLIPPINGS ABOUT MIDDLEBURY.

RETURNS from the examinations held at the close of the Middlebury College Summer Session indicate that a large amount of earnest study was done by the students in attendance. In one class of seven, ninety per cent. or over was attained by five persons, and the grades of nearly all, especially of the teachers, were unusually satisfactory. Probably the absence of undue athletic and social diversions, together with the fact that those who give their summer vacations to study mean business, will account for these gratifying results.

Analysis of the registration shows that of the eighty-seven formally enrolled fifty-eight were teachers, and of these forty-five are engaged in Vermont schools. Two district superintendents were in attendance, nine principals of high schools, thirteen high school assistants, the remainder being teachers in the grades or in rural schools.

Among the colleges represented by graduates were Harvard, Dartmouth, Ripon and Wells. Undergraduates were present from Dartmouth, Cornell, Amherst and Oberlin.—*Middlebury Record.*

MIDDLEBURY COLLEGE.

SIX PROFESSORS ADDED TO THE TEACHING STAFF—INCREASE IN RESOURCES.

MIDDLEBURY COLLEGE opened its 110th year on Thursday, September 23, with the largest registration in the history of the institution. The Freshman class will number between 90 and 100. Six more professors are on the instructing staff, and the number of courses has been increased.

New professors are Edward Day Collins, Ph. D., professor of pedagogy; Raymond McFarland, A. M., assistant professor of pedagogy; Thomas Clacher Brown, Ph. D., professor of geology; Frank William Cady, A. M., B. Litt., assistant professor of English; Everett Skillings, A. M., assistant professor of German;

Miss Rhoda M. White, Ph. D., dean of women and assistant professor of sociology; Raymond Henry White, A. M., instructor in Latin. The faculty numbers nineteen, as against thirteen last year.

The opening address by President Thomas was on "The Ideals of Middlebury." He dwelt upon the necessity of keeping student expenses low and college life simple, upon the problem of co-education and upon the necessity of a reputation for devotion to academic interests.

Annual reports of the president and treasurer have just been issued. President Thomas reports an addition to the resources of the college, the first year of his incumbency, of $140,445.50; $102,028.50 is the D. K. Pearsons fund; $30,000 of the balance is for the endowment of a professorship, by annonymous donors. The report shows that the income last year from students on tuition account was increased fourfold, principally by the diminution of scholarship allowances.

The pressing needs of the institution are declared to be more adequate foundation of professorships, larger facilities for recitation rooms and professors' offices, a gymnasium, and a new dormitory for men.—*New York Evening Post.*

VALUE OF SUMMER SCHOOLS.

MIDDLEBURY COLLEGE has just closed its first session of Summer School and so encouraging have been the results that the Summer Session will probably be an established feature.

Summer School offers unlimited opportunities to the college student, but by far the greatest benefit is derived by the mass of people who are unable to attend the regular college session.

With the student body away, an inning is given to teachers and others who are always seeking intellectual growth and who ever strive to broaden themselves and bring happiness into the lives of their brothers by the constant study of "culture courses." To these people is the real opportunity offered. To them the chance is given to pursue splendid courses of study and lectures of real merit at moderate cost in the truly college atmosphere. —*Swanton Courier.*

PRESIDENT THOMAS.

THERE was sound philosophy and most excellent common sense in the address of President Thomas at the opening of Middlebury College Thursday, September 23, in which he said: "I think it is agreed that we want here a college of the simple life, a plain man's college, in which extravagance shall not be popular and students who have to rely largely on their own endeavors, and those who can count only upon moderate sums for the acquirement of education, find not only a cordial welcome, but also such student habits and practices as will not make them feel out of place." That is not only true of Middlebury, but it is true of other Vermont colleges. Each must be "a plain man's college" and that is the intention of the management as the *Journal* believes. Any other plan will prevent the accomplishment of the best work which is expected of these institutions. —*Montpelier Journal.*

Using Indian clubs and dumb bells as weapons, freshmen and sophomores at Colby College participated in a desperate class fight early last week. The battle was the result of the attempt of a number of sophomores to dislodge a band of freshmen from the upper story of one of the dormitories. One freshman sustained two broken ribs.

FOOTBALL.

MANAGER, HAROLD D. LEACH, '10.

THE season at Middlebury opens with the team somewhat crippled through the loss of old men, but with a promising outlook for the building up of a good squad under the supervision of Coach Pierce, who, after the first day's practice, had every man "with him." The team has sustained a heavy loss, occasioned by the absence of Miller, who is not returning this year. Miller was a "heady" player, and one who was recognized unanimously as the man for the place of captain, in last fall's election. W. H. Carter, '10, has been elected to fill Miller's place.

The schedule this year, which is much easier than that of 1908, is somewhat of an experiment. It seemed best, for certain reasons, that the management should not go as far beyond Middlebury's class as has been done on two or three previous occasions, although in each of these instances it was done in the sincere wish to broaden Middlebury's field of usefulness. The schedule as presented, however, affords some food for thought, in view of the showing made by Rensselaer Polytechnic Institute, and also by Norwich University in their earliest games. The schedule is as follows :

Oct.	9.	St. Michael's at Middlebury.
"	16.	R. P. I. at Troy.
"	23.	R. P. I. at Middlebury.
"	30.	St. Lawrence at Canton.
Nov.	6.	Union at Schenectady.
"	13.	Norwich at Northfield.

THE EDITOR.

IT is, indeed, unfortunate that the graduation of Frank A. Farnsworth, Jr., last June deprived THE CAMPUS of its second student Editor-in-Chief. No one feels this misfortune more than the members of the Board. Although his term was not a long one, he proved himself to be not only an able and energetic editor, but a careful writer. He initiated many new policies which we propose to continue. We extend to him our best wishes in his new field of work in San Juan, Porto Rico.

SINCE the edition of THE CAMPUS passed into the hands of the student body, much favorable comment has been expressed upon the liberties thereby afforded for airing student opinions. As yet, we have had little or no student co-operation. At the recent auspicious opening of our college, everyone of you caught the enthusiastic spirit of our honored President for a true Middlebury ideal. We, too, wish to inspire you with our zeal for a true CAMPUS ideal. We wish to remind our readers that the best subscriber to any paper is the man who writes the editor. It is our desire to have letters and articles, thousands of them, crowd the mail-boxes of our editorial board. Let them come from students or patrons who have ideas, criticisms, complaints or praises; from people who need advice and help, or who have advice and help to give. We hope each day this sea of correspondence will bring to port some thought or suggestion that is priceless. Remember this when you are tempted to write, but cannot make up your mind to do so. If you do not write, you are depriving the editors of what they want most—your help. We want to live in the closest contact with the live wire of student opinion, and trust that the enthusiasm of the undergraduate body for our paper may be its most potent ally.

THE old axiom that "women cannot keep a promise" has again been disproved by the marked success of the Y. W. C. A. regulations which were adopted this year. Every woman in college appreciates the good results. We have become acquainted with the Freshmen women by means of the Y. W. functions in the shortest possible time, and the spirit of friendliness and sisterhood which has been created is unprecedented in the history of Middlebury College.

ALUMNI NOTES.

[Contrary to the usual custom, and perhaps contrary to the strict rendering of the title, the alumni and non-graduate notes are included under this department. We urge all alumni and all former sons of Middlebury to remember that the success of this department depends upon their contributions. Contributions should be addressed to M. J. Pond, Alumni Editor, Middlebury, Vt.]

'51. Rev. Dr. Samuel W. Boardman of Bloomfield addressed the Log College assembly at Hartsville, near Philadelphia, on August 13, on "The Bible in Colleges," on the 14th on "The Place of the Supernatural in Science," and on the 15th, A. M on "All Things Created for the Pleasure of God." The assembly had a very successful opening session of about two weeks, attended by leading Presbyterians of Philadelphia and elsewhere.

'53. *The Treasury of Religious Thought*, New York, has published addresses given by Edward P. Stone on "Honor," and "The Ideal Minister," the latter being delivered at Port Huron, which have attracted considerable attention.

Ex-'64. Rev. D. C. Greene, D. D., LL. D., received the degree of LL. D. at Dartmouth at her last commencement. Dr. Greene is well known as the author of "The Missionary Statesman, editor of the *Far East* and as a translator of the Bible into Japanese. Dr. and Mrs. Greene returned September 14 to Japan.

'78. Rev. E. E. Rogers, pastor of the First Presbyterian church of Bowling Green, Ohio, and his wife, sailed August 30 on their trip around the world. THE CAMPUS has received several newspaper clippings telling of their trip. THE CAMPUS wishes to join with the Bowling Green *Sentinel-Tribune* in wishing for him a pleasant journey.

'78. Richard H. Smith was nominated September 22 by the Republican County Convention for City Judge of New York City. This is the fusion ticket. Mr. Smith represents the Independent Democrats.

'88. Edwin S. Allen was elected president of the Pennsylvania Shorthand Reporter's Association at the annual meeting at Scranton, July 7. Mr. Allen and William S. Edgerton, also of the class of '88, spent their vacation at Lake Bomoseen and at Castleton and visited the college August 14.

'88. The address of Mr. S. S. Sherman has been changed, owing to the renumbering of residences in the City of Chicago, from 545 to 1433 North State Street.

'89. Prentiss C. Hoyt has been promoted from Assistant Professor of English to a full professorship in that department at Clark College, Worcester, Mass.

'95. George S. Wright, formerly principal of the Northfield high school, is superintendent of schools in St. Albans district.

'98. R. L. Rice has received the Republican nomination for the New York Assembly.

'98. Lucia E. Avery is teaching this year in the high school, Atlantic Highlands, New Jersey.

'99. Mary G. Higley sails soon for England, where she will take a two years' course at Oxford.

Ex-'00. Miss Madge Richardson was married September 8 to Mr. Percy E. Heald, cashier of the Chester Savings Bank.

'01. Rena E. Avery is studying at Moody Bible School, Chicago, Ill.

'04–'05. Mr. and Mrs. Garfield Weld have gone to Watertown, Conn., where Mr. Weld has the position of head master in the Taft School.

'05. Miss Jeffries W. Leet is teaching in one of the city high schools of Richmond, Virginia.

'07. Harry L. Cushman is visiting his sister at Portland, Oregon, and expects to visit Seattle and Vancouver before returning.

'07–'08. A very pretty wedding took place at the Congregational church when Miss Mary Katherine Kendall, daughter of Mr. and Mrs. Silas H. Kendall of Middlebury became the bride of Earl Montgomery Gove of Bristol. The maid of honor was Miss Marguerite Harwood of Swanton. The bridesmaids were Miss Nora McGuire, of Providence, R. I., a cousin of the bride, Miss Theodore Crane of Middlebury, Miss Louise Chaffee of New Haven, and Miss Elizabeth Caswell of Middlebury. The best man was H. L. Cushman of Middlebury. The ushers were Guy M. Page of Burlington, Dugald Stewart and Benjamin Stewart of Middlebury, and Dane Jackson, also of this village. The ceremony was performed by Rev. Charles H. Dickenson. The cere-

mony was followed by Mendelssohn's wedding march, Mrs. G. M. Weld presiding at the organ. After the ceremony a reception was held in the parlors of the church. Refreshments were served by Mrs. Ezra Brainerd and Mrs. F. A. Farnsworth, assisted by Miss Margaret Sheldon, Miss Hazel O'Connell, Miss Elizabeth Farnsworth and Miss Marian Remele. Mr. Gove is a graduate of Middlebury College in the class of 1907, while Miss Kendall graduated in the class of 1908. The bride is a member of the Pi Beta Phi society and was vice-president of her class. The bridegroom is a member of the Chi Psi society. He was captain and pitcher of the college team.

'05–'06. A son, Samuel Lee, Jr., was born September 19, at the Randolph Sanatorium, Randolph, to Samuel Lee and Inez Stevens Abbott.

'07. The marriage of C. Lyle Percy to Miss Mabel Stevenson took place this summer, and they are spending the winter in Atlanta, Georgia.

'07. Walter Barnum has taken a position in Concord High School as teacher of physics and chemistry.

'07. Chester Walch and Ginno Ratti went abroad October 2. They will enter the University of Grenoble, France.

'08. Miss Louise Chaffee has resumed her duties as teacher in the Glens Falls high school.

'09. The engagement of Miss Fanny Gates to Mr. John Dusolof has been announced.

THE WHEREABOUT OF THE MEMBERS OF THE CLASS OF '09.

Carson H. Beane is principal of West Rutland high school, West Rutland, Vt.

Claude Carey is assistant in chemistry in the Rose Polytechnic Institute, 814 North 8th street, Terre Haute, Ind.

Warren L. Carpenter is teaching Greek and Latin at Palmer Institute, Lakemont, Yates Co., New York.

Rufus Crane is a junior student in Massachusetts Institute of Technology, 491 Boylston street, Massachusetts.

Ralph B. Delano is teaching mathematics at Port Washington, N. Y., Box 456.

Ivan B. Hagar is taking graduate work in chemistry in Syracuse University, Syracuse, N. Y.

William V. Hagar is working for the Boston Elevated Railway Co., 54 Chandler street, Boston, Mass.

Herbert M. Hall is pastor of the Methodist Episcopal church West Rutland, Vt.

Ross C. Holt is principal of the Springfield High School, Springfield, Vt.

Carl S. Martin is teaching in the high school at Aberdeen, S. D.

Edward H. Martin, Jr., is to be located in Twin Falls, Idaho, this winter.

Lyman B. Tobin is teaching in Hoosic School, Hoosic, Mass.

Frank A. Farnsworth is teaching art in San Juan, P. R., making his home at the Hotel Colonial.

Wilmont T. Fiske is teaching in Bakersfield Academy, Bakersfield, Vt.

Harry S. French is teaching in the high school, Erie, North Dakota.

John W. McCormack is principal of Dunn's High School, Dunn's, Mass.

Arthur W. Peach is teaching English and music in the Allen School, Newton, Mass.

Daniel J. Ricker is teaching physics and chemistry in the Amherst High School, Amherst, Mass.

Sidney W. Sanford opened a department of chemistry this year in Davenport High School, Davenport, Ohio.

Harold Severy is principal of Weston High School, Weston, Vt.

Donald Shewbrooks is principal of Brewster High School, Brewster, Vt.

Ray A. Stevens is principal of Lincoln High School, Lincoln, Ill.

John Viele is principal of Wilmington High School, Wilmington, Vt.

Jay B. Viele is teaching science in Detroit High School, 1049 Lake Ave., Detroit, Minn.

Henry S. White is principal of the high school, Sutton, Mass.

Oscar J. Williams is at his home in Rutland, Vt.

Philip A. Wright is doing graduate work in chemistry in Yale University, New Haven, Conn.

Leonard D. Smith is principal of the Jeffersonville High School, Jeffersonville, Vt.

Jean Berry is principal of Richmond High School, Richmond, Vt.

Miss Caroline H. Clark is assistant in Northfield High School, Northfield, Vt.

Miss Sophie B. Anderson is teaching at Vermont Academy.

Miss Olive Elizabeth Getman is spending this year at her home in Gloversville, N. Y.

Miss Clara Buffum is teaching in the Wallingford High School, Wallingford, Vt.

Miss Inez C. Cook is preceptress of the Mooer's High School, Mooer's, N. Y.

Miss Carrie Emory Damon is teaching in the High School, Orleans, Mass.

Miss Cora M. Derby is teaching in Cornwall, Vt.

Miss Edith V. Fay is teaching mathematics and science in the Addison High School, Addison, N. Y.

Miss Winfred W. Fiske is teaching in the High School, Mystic, Conn.

Miss Fanny M. Gates is staying at her home in Middlebury.

Miss Susie C. Holmes is teaching in the high school, Richford, Vt.

Miss Hazel McCleod is teaching in the Black River Academy, Ludlow, Vt.

Miss Bertha A. Munsey is at home this year.

Miss Anna B. Rust is teaching in Peacham, Vt.

Mrs. Henry White, formerly Miss Alice B. Sears, is with her husband at Sutton, Mass. Here the following newspaper clipping may be inserted:—"The wedding of Miss Alice B. Sears to Henry S. White, a graduate of Middlebury College of the class of 1909, occured at four o'clock Monday afternoon at the home of her mother, Mrs. Harriet Sears. The ceremony was performed by Rev. Geo. S. Mills in the presence of nearest relatives of both the bride and groom and a few intimate college and high school friends of Miss Sears. The house was prettily decorated with ferns and goldenrods."

Miss Bertha O. Stilson is teaching in the Middlebury High School.

Miss Mabel S. Wales is at her home in Middlebury, Vt.

Miss Margaret Maud Whitney is at home this year.

COLLEGE NOTES.

President Thomas preached in Bristol Sunday, September 26.

A Y. M. C. A. rally was held in Hamlin Commons Saturday evening, September 25.

The Y. W. C. A. gave a lawn party at Battell Cottage Friday evening, September 24, for the women of the freshman class.

At a meeting of the Athletic Council Harold S. Tuck, '11, was elected assistant manager of football to succeed E. S. S. Sunderland, resigned.

Football practice began September 25 with a good sized squad in charge of Coach A. J. Pierce, Williams, '04. Hunt, Carter, Moore and McConnell of last year's team are out and Coleman, '10, Wright, '10, Barnes, '11, King, '12, and Goddard, '12, of last year's second team are showing up well. The freshman class has some good material among which are Sefton of Williston Seminary, Chalmers of Fitchburg high school, Pollard, Bump and Leonard.

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The training table for the football squad has been started at Hamlin Commons.

At a meeting of the sophomore class the following officers were elected: President, Royal A. Wray of New York; vice-president, Pruda E. Harwood, Round Lake, N. Y.; secretary, John Kopke, Brooklyn, N. Y.; treasurer, Michael J. Lahiff, Adams, Mass.

The Christian Associations of the college gave their annual reception to the entering class Friday evening, October 1. President Thomas, Mrs. Thomas, Dean Howard, Mrs. Howard, Miss Clark, Miss White, Professor Cady and Mrs. Cady received. A short programme was rendered as follows: Miss Cook, president of the Y. W. C. A., spoke concerning that organization; Mrs. Howard sang very beautifully some Scotch airs; Mr. Carter, president of the Y. M. C. A., told of the purpose of the association; Coach Pierce made a few spicy remarks about football; Dr. Dickenson spoke next; then the programme ended with a few very pleasant remarks by Miss White, dean of the

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women's college. Some very delicious ice cream and wafers were then served. After the usual round of college songs and yells, the company began to break up. About 230 were present.

An audience which filled every seat in the town hall witnessed the production of the opera "The Bohemian Girl," which brought to a close the Summer Session of the College. The opera was given by a chorus of sixty voices under the direction of Edwin H. Higley. Many well known singers took part, among those appearing in solo work being George H. Remele, President J. M. Thomas, Mrs. Walter E. Howard, Miss Emily Higley, Mrs. Cushing Hill, Miss Caroline Clark, Professor Cunningham, Dr. Philip Mellen, A. C. Taber, Chas. E. Hesselgrave and Dr. S. S. Eddy. Mrs. G. D. Miner played the piano accompaniments. The concert was a success and those who were active in arranging for it and those who took part are to be congratulated. It was an eminently fitting conclusion of a very successful summer session.

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